

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Wallace Elementary/Middle

District: Marlboro County

Principal: Janice Henson

Superintendent: Alisa Goodman

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Wallace Elementary/Middle School in rural Marlboro County is home for approximately 384 students ranging in age from 5 to 13 in grades Pre-K through eighth grade. The school population consists of 45% African American, 52% Caucasian, 3% Native American, and 2% other. Eighty six percent of the students are from low socio-economic backgrounds as determined by the free and/or reduced lunch status. There are 8.8% of eighth grade students enrolled in high school credit courses up .1% from last year. There are 7.4% of students enrolled in gifted and talented programs at Wallace in grades 3-7.

There are thirty-four certified teachers on staff with a support staff of twenty, which includes guidance, media specialist, nurse, speech, two master teachers, one curriculum coach, ten teacher assistants, and three custodians. Based upon information from the 2007 State Report Card, 85.3% of the teachers returned to Wallace Elementary/Middle; 58.6% have advanced degrees; and their attendance rate was 96.2%, which met the Adequate Yearly Progress criteria. The principal, Mrs. Janice Henson, is in her first year at Wallace Elementary/Middle School.

Wallace has one computer lab with twenty-four computers, which serves the entire student body. This one lab does not meet the needs of all the students in grades K-8. A few classrooms have two computers, which allows for student usage as needed. We also house four computers for limited student usage in the Media Center.

Wallace Elementary Middle School was built as a K-12 school in the early 1950's and no additional structures have been added. Roof replacement and installation of central heat and air are the upgrades of the 1960's. Typical maintenance has been the extent of facilities care. The former principal Ms. Sequal Black, who is now deceased, spearheaded beautification efforts, as Integrated Thematic Instruction (ITI) efforts have been the goal of making the school a more inviting "home away from home."

Marlboro County School District is currently involved in several new initiatives such as TAP (Teacher Advancement Program), Anderson V Curriculum, Corrective Reading, and Open Court's reading program Imagine It. Wallace also uses the 20 Book Campaign and Compass Learning (a research based computerized program aligned to state standards and one that provides a stimulating learning experience for students). Wallace uses the Math and ELA components in Compass Learning. Although some professional development for teachers has occurred, more is needed to continue these initiatives in the coming year.

MAP/PACT Correlation

The chart below shows the correlation between the Spring 2008 MAP data and the number of current sixth grade students projected to score in each category of the Spring 2008 PACT.

Below Basic	Basic	Proficient	Advanced
23	14	2	0

A total of 39 students in grade six took the MAP reading test the week of February 18, 2008. Results indicate an average of 51.2% of students in grade six met or exceeded their projected target TARGET growth. The number of students needed to make the 70% target goal is 8 students. Four students scored two points or less from achieving their projected target. The chart below illustrates the data by grade levels for each group.

Grade	Percent Making TARGET Goal	Number of Students Per Grade	Number of Students Needed for 70%	Number of Students Met or Exceeded Goal	Number of Students 2 Points or Less From Goal
Six	51.2%	39	28	20	4

SPRING 2007 PACT SCORES BY SUB-GROUPS
(Population diversity and free/reduced lunch)
GRADE 6 (Rising Grade 7 FOR 2008-09)

ELA

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	46	47.8	37.0	15.2	0.0
Male	26	57.7	30.8	11.5	0.0
Female	20	35.0	45.0	20.0	0.0
White	22	27.3	50.0	22.7	0.0
African-American	21	71.4	19.0	9.5	0.0
Subsidized Meals	34	52.5	35.0	12.5	0.0

Math

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	48	50.0	39.6	10.4	0.0
Male	27	48.1	40.7	11.1	0.0
Female	21	52.4	38.1	9.5	0.0
White	23	47.8	39.1	13.0	0.0
African-American	21	57.1	33.3	9.5	0.0
Subsidized Meals	40	60.0	40.0	10.0	0.0

**SPRING 2007 PACT SCORES BY SUB-GROUPS
GRADE 6 (RISING 7th Graders for 08-09)**

Science

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	25	72.0	24.0	0.0	4.0
Male	15	66.7	33.3	0.0	0.0
Female	10	80.0	10.0	0.0	10.0
White	10	60.0	30.0	0.0	10.0
African-American	14	78.6	21.4	0.0	0.0
Subsidized Meals	23	69.6	26.1	0.0	4.3

Social Studies

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	23	56.5	26.1	17.4	0.0
Male	12	41.7	41.7	16.7	0.0
Female	11	72.7	9.1	18.2	0.0
White	13	46.2	30.8	23.1	0.0
African-American	7	57.1	28.6	14.3	0.0
Subsidized Meals	17	58.8	23.5	17.6	0.0

Summary of process used to develop the plan

To begin the FSRP process, the School Leadership Team conducted an intensive examination of the goals for the school's long-range plan for TAP, which was developed by the TAP Leadership Team in the fall of 2007. The TAP long-range plan is based upon the 2007 PACT and spring 2007 MAP scores. The School Leadership Team further analyzed testing data to develop the Focused School Renewal Plan for the 2008-2009 school year. Members of the School Leadership Team include the principal, assistant principal, curriculum facilitator, media specialist, two TAP master teachers, and two mentor teachers.

Selection of goals:

To determine the goals for Wallace Middle School's FSRP, the School Leadership Team analyzed all available data. Although the spring 2007 PACT data indicated science and social studies as weak areas, they were not selected as target goals for FSRP. This decision was based upon not having MAP or any other research based pretest or posttest data available in these two subject areas.

Once the ELA, Reading, and math scores were analyzed, the team used the NWEA's correlation of MAP to PACT scores; by entering these scores into the State Department of Education (SDE's) absolute value calculator, we were able to determine the number of test scores that would have to be higher in order to make expected progress. These predictions were based on the SDE's calculations that an annual improvement of 15% will result in expected progress. After compiling this information, the leadership team decided on these three goals involving ELA, reading, and math.

- Targeting the 2008-09 seventh graders in reading based on their spring 2008 reading scores as sixth graders on MAP, which showed 58 percent of the students scoring in the low range. The team found that by moving eleven of the twenty three students currently in grade six from the "low range" to the "average or above average range" by their seventh grade year, the percentage of students scoring average or above would increase from 42.0 percent to 70.0 percent.**
- Targeting the 2008-09 seventh graders in ELA based on their spring 2008 ELA scores as sixth graders on MAP, which showed 55 percent of the students scoring in the low range. The team found that by moving ten of the twenty two students currently in grade six from the "low range" to the "average or above average range" by their seventh grade year, the percentage of students scoring average or above would increase from 45.0 percent to 70.0 percent.**
- Targeting the 2008-09 seventh graders in math based on their spring 2008 math scores as sixth graders on MAP, which showed 60 percent of the students scoring in the low range. The team found that by moving twelve of the twenty four students currently in grade six from the "low range" to the "average or above average range" by their seventh grade year, the percentage of students scoring average or above would increase from 39.2 percent to 70.0 percent.**

School Timeline

July 2008-May 2009

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July 2008

- Order computers for 2nd computer lab
- Disaggregate PACT/MAP data to determine long range goals for TAP implementation
- Plan professional development for continued implementation of Corrective Reading and new implementation of Connected Math.
- Finalize selection of TAP Master and Mentor teachers
- Order additional materials and supplies necessary for implementation of selected programs (Corrective Reading, Connected Math)
- Data Analysis

August 2008

- Conduct training for staff working with Corrective Reading and Connected Math.
- Provide training for new staff in Anderson Five Curriculum, as well as refresher training for experienced staff.
- Begin implementation of Connected Math and continue Corrective Reading.
- Schedule the weekly TAP cluster meetings.
- Begin Anderson Five walk throughs in all classrooms.
- Receive and install additional computers to establish 2nd computer lab.
- Hold Leadership Team meeting
- Begin one-on-one conferences with targeted students.
- Data Analysis

September 2008

- Schedule fall MAP testing
- Monitor implementation of Connected Math and Corrective Reading
- Observe in ELA and Math classes for program implementation and effective teaching strategies.
- Review lesson plans each week for effective planning that will result in successful program implementation.
- Conduct weekly TAP cluster meetings
- Hold one-on-one conferences with targeted students
- Data Analysis

October 2008

- Begin Cycle I of TAP observation.
- Continue with program monitoring, observations (formal and walk through), and lesson plan reviews.
- Monitor computer lab usage for Compass Learning and analyze lab reports.
- Conduct weekly TAP cluster meetings

- Conduct Leadership Team meeting.
- Hold one-on-one conferences with targeted students
- Data Analysis

November 2008

- Continue with all program implementation, monitoring, observations, feedback, training, and support.
- Begin Cycle II of TAP observations.
- Conduct weekly TAP cluster meetings.
- Hold one-on-one conferences with targeted students.
- Data Analysis

December 2008

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Hold one-on-one conference with targeted students.
- Conduct weekly TAP cluster meetings.
- Data Analysis

January 2009

- Continue with all program implementation, monitoring, observations, feedback, training, and support.
- Begin Cycle III of TAP observations.
- Conduct weekly TAP cluster meetings.
- Conduct Leadership Team meeting.
- Hold one-on-one conferences with targeted students.
- Data Analysis

February 2009

- Continue with all program implementation, monitoring, observations, feedback, training, and support.
- Begin Cycle IV of TAP observations.
- Analyze winter MAP results and make adjustments in instruction to prepare students for PACT in 2009.
- Conduct weekly TAP cluster meetings.
- Hold one-on-one conferences with targeted students.
- Data Analysis

March 2009

- Continue with all implementation, monitoring, observations, feedback, training and support.
- Prepare FSRP Satisfactory Implementation Report for submission to State Department.
- Conduct weekly TAP cluster meetings.
- Conduct Leadership Team meeting.
- Hold one-on-one conferences with targeted students.
- Administer Spring Map Testing
- Data Analysis

April 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Conduct weekly TAP cluster meetings.
- Hold one-on-one conferences with targeted students to discuss results.
- Data Analysis

May 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Administer PACT testing
- Conduct Leadership Team meeting.
- Data Analysis

FOSCUED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, at least 70% of Grade 7 students will meet their individual Reading target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Provide instructional support and coaching through the TAP program and Anderson V Curriculum.	TAP Master/Mentor teachers, Principal, Asst. Principal,	Aug. 08	<ul style="list-style-type: none"> • Conduct cluster meetings each week as documented in CODE (TAP's computerized record keeping system). (Master teachers) • Observe each teacher weekly for follow-up on TAP strategies taught each week as documented in CODE (Master Teacher) • Conduct minimum number of TAP observations per cycle (4 for Continuing teachers, 5 for Annual, 6 for Induction) as documented in CODE (Principal) • Conduct walk-throughs in every classroom each week as documented on Walk-through Feedback Form (Principal) • Review 7th grade teachers' lesson plans weekly to determine compliance with TAP rubric as documented on Walk-through Feedback Form. (Principal)
Analyze data from test scores (MAP) for implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Asst. Principal, and Master Teachers	Sept. 08	<ul style="list-style-type: none"> • Data Walls for students' test score analysis (Instructional Coach) • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson Plans of teachers reviewed weekly to ensure compliance with TAP rubric. (Principal) • Continued curriculum and instructional walk throughs for feedback support to teachers implementing the programs. (Principal)

Analyze data from test scores (PACT) for implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Asst. Principal, and Master Teachers	Sept. 08	<ul style="list-style-type: none"> • Data Walls for students' test score analysis (Instructional Coach) • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson Plans of teachers reviewed weekly to ensure compliance with TAP rubric. (Principal) • Continued curriculum and instructional walk throughs for feedback support to teachers implementing the programs. (Principal)
Continue implementation of Corrective Reading, 20 Book Campaign, and Compass Learning	Principal, Asst. Principal, Teachers, Computer Lab Assistant, Master Teachers	Aug. 08	<ul style="list-style-type: none"> • Continued monitoring of lesson plans to ensure program planning. (Principal) • Observations and walk throughs recorded on Walk-through forms to determine program implementation status. (Principal) • Continued monitoring of Compass Learning and lab reports to ensure program status. (Instructional Coach) • Student logs and teacher logs for the number of books read by each student as well as reflection time and book talks to be shared with students each nine weeks. (Instructional Coach)
Continue one-on-one student conferences with targeted students to monitor student progress in increasing student achievement.	Principal, Asst. Principal, Teachers, and Master Teachers	Sept.08	<ul style="list-style-type: none"> • Bi-monthly one-on-one conferences with targeted students to determine status of program and student needs as documented on student conference logs. (Principal)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, at least 70% of Grade 7 students will meet their individual math target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide instructional support and coaching through the TAP program and Anderson V Curriculum.	TAP Master/Mentor teachers, Principal, Asst. Principal	Aug. 08	<ul style="list-style-type: none"> • Conduct cluster meetings each week as documented in CODE (TAP's computerized record keeping system) (Master Teachers) • Observe each teacher weekly for follow up on TAP strategies taught each week as documented in CODE. (Master Teacher) • Conduct minimum number of TAP observations per cycle (4 for Continuing teachers, 5 for Annual, 6 for Induction) as documented in CODE (Principal) • Conduct walk-throughs in every classroom each week as documented on Walk-through Feedback Form (Principal) • Review 7th grade teachers' lesson plans weekly to determine compliance with TAP rubric as documented on Walk through Feedback Form. (Principal)
Analyze data from test scores (MAP) for implementation of programs and monitoring of curriculum to improve student achievement. Analyze data from test scores (PACT) for	Principal, Master Teachers, Asst. Principal Principal, Master	Sept. 08 Sept. 08	<ul style="list-style-type: none"> • Data Walls for students' test score analysis (Instructional Coach) • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson plans of teachers reviewed weekly to ensure compliance with TAP rubric. (Principal) • Continued curriculum and instructional Walk throughs for feedback support to teachers. • Data Walls for students' test score analysis

implementation of programs and monitoring of curriculum to improve student achievement.	Teachers, Asst. Principal		(Instructional Coach) <ul style="list-style-type: none"> • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson plans of teachers reviewed weekly to ensure compliance with TAP rubric. (Principal) • Continued curriculum and instructional Walk throughs for feedback support to teachers implementing the programs. (Principal)
Continue implementation of Fantastic Five and Anderson V Navigator Math.	Master Teachers, Teachers, Principal, Asst. Principal	Aug. 08	<ul style="list-style-type: none"> • Continued monitoring of lesson plans to ensure program planning (Principal) • Observations and walk throughs recorded on Walk through forms to determine program implementation status. (Principal) • Monthly one-on-one conferences with students to determine status of new math program (Connected Math) and student needs. (Principal) • Training in the use of Connected Math implementation to ensure appropriate instructional level. (Assistant Superintendent) • Monitoring of math teachers' lesson plans to ensure Fantastic Five is being implemented in the beginning of each lesson. (Principal)
Continue one-on-one conferences with targeted students to monitor student progress in increasing student achievement.	Principal, Asst. Principal, Teachers, and Master Teachers	Sept. 08	<ul style="list-style-type: none"> • Bi-monthly one-on-one conferences with targeted students to determine status of program and student needs as documented on student logs. (Principal)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 2009, at least 70% of Grade 7 students will meet their individual ELA target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide instructional support and coaching through the TAP program and Anderson V Curriculum.	TAP Master/Mentor teachers, Principal, Asst. Principal,	Aug. 08	<ul style="list-style-type: none"> • Conduct cluster meetings each week as documented in CODE (TAP's computerized record keeping system) (Master teacher) • Observe each teacher weekly for follow-up on TAP strategies taught each week as documented in CODE (Master teachers) • Conduct minimum number of TAP observations per cycle (4 for Continuing teachers, 5 for Annual, 6 for Induction) as documented in CODE. (Principal) • Conduct walk throughs in every classroom each week as documented on Walk through Feedback Form. (Principal) • Review 7th grade teachers' lesson plans weekly to determine compliance with TAP rubrics as documented on Walk-through Feedback Form (Principal)
Analyze data from test scores (MAP) for implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Asst. Principal, Master Teachers	Sept 08	<ul style="list-style-type: none"> • Data Walls for students' test score analysis. (Instructional Coach) • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson plans of teachers reviewed weekly to ensure compliance with TAP rubrics (Principal) • Continued curriculum and instructional Walk throughs for feedback support to teachers implementing the programs (Principal)

Analyze data from test scores (PACT) for implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Asst. Principal, Master Teachers	Sept 08	<ul style="list-style-type: none"> • Data Walls for students' test score analysis. (Instructional Coach) • MAP and PACT data analysis shared with teachers. (Instructional Coach) • Lesson plans of teachers reviewed weekly to ensure compliance with TAP rubrics (Principal)
Continue implementation of Corrective Reading, 20 Book Campaign, and Compass Learning.	Principal, Asst. Principal, Teachers, Computer Lab Assistant, Master Teachers	Aug. 08	<ul style="list-style-type: none"> • Continued monitoring of lesson plans to ensure program planning (Principal) • Observations and walk throughs recorded on Walk through form to determine program implementation status (Principal) • Bi-monthly one-on-one conferences with students to determine status of program and student needs (Principal) • Continued monitoring of Compass Learning and lab reports to ensure program status (Principal) • Student logs and teacher logs of the number of books read by each student as well as reflection time and books talks to be shared with students each nine weeks. (Instructional Coach)
Continue one-on-one student conferences with targeted students to monitor student progress in increasing student achievement.	Principal, Asst. Principal, Teachers, and Master Teachers	Sept. 08	<ul style="list-style-type: none"> • Bi-monthly one-on-one conferences with targeted students to determine status of program and student needs as indicated on conference logs. (Principal)
Monitor continued implementation of Corrective Reading program and Compass Learning.	Principal, Instructional Coach	Sept. 08	<ul style="list-style-type: none"> • Walk throughs and lesson plans will be monitored weekly for successful implementation of program. (Principal) • Invoice of purchased materials and equipment to verify acquisition of needed resources. (Principal) • Compass Learning score reports will be analyzed monthly to determine instructional focus. (Instructional Coach)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, provide supervision, monitoring, support, and resources to ensure that at least 70% of grade 7 students will meet their individual Reading target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor implementation of TAP (Teacher Advancement Program); attend and participate in weekly TAP Leadership Team Meetings.	Principal, Master/Mentor teachers, Career Teachers	Aug 08	<ul style="list-style-type: none"> Log of weekly TAP Leadership Team Meeting Records in CODE will document progress of implementation of TAP to improve teacher quality. (Master Teacher)
Monitor teacher performance by conducting at least 10 TAP observations each grading period and providing feedback in post-conference.	Principal	Oct 08	<ul style="list-style-type: none"> Observations in CODE will document the 10 TAP observations done each nine weeks (Principal)
Analyze testing data-MAP and PACT- to determine instructional needs.	Principal, Master/Mentor teachers, Asst. Principal	July 08	<ul style="list-style-type: none"> Use of PACT and MAP data (dynamic reporting suite reports) to monitor student progress towards meeting target goal and to create flexible groups for reading instruction. (Instructional Coach)
Conduct one-on-one goal setting conferences with targeted Reading students.	Principal, Master Teachers	Sept 08	<ul style="list-style-type: none"> Hold one-on-one conferences with targeted students to discuss expected reading progress as evidenced by conference summaries and test results. (principal)
Monitor continued implementation of Corrective Reading program and Compass Learning.	Principal, Instructional Coach	Sept. 08	<ul style="list-style-type: none"> Lesson plans will be monitored weekly for successful implementation of program. (Principal) Weekly observations of classroom instruction with written feedback to the teacher (principal) Invoice of purchased materials and equipment to verify acquisition of needed resources. (Principal) Compass Learning score reports will be analyzed monthly to determine instructional focus. (Instructional Coach)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, provide supervision, monitoring, support, and resources to ensure that at least 70% of grade 7 students will meet their individual math target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Monitor implementation of TAP (Teacher Advancement Program); attend and participate in weekly TAP Leadership Team meetings.	Principal, Master/Mentor teachers, Career teachers	Aug 08	<ul style="list-style-type: none"> Log of TAP Leadership Team Meeting Records in CODE will document progress of implementation of TAP to improve teacher quality. (Master Teacher)
Monitor teacher performance by conducting at least 10 TAP observations each grading period and providing feedback in post-conference.	Principal	Oct 08	<ul style="list-style-type: none"> Observations in CODE will document the number of observations conducted. (Principal)
Analyze testing data-MAP- to determine math instructional needs.	Principal, Master/Mentor Teachers, Asst. Principal	July 08	<ul style="list-style-type: none"> Use of MAP data (dynamic reporting suite reports) to monitor student progress towards meeting target goal and to create flexible math groups for math instruction. (Instructional Coach)
Analyze testing data – PACT- to determine math instructional needs.	Principal, Master Teachers, Asst. Principal	Aug 08	<ul style="list-style-type: none"> Use of PACT data (dynamic reporting suite reports) to monitor student progress towards meeting target goal and to create flexible math groups for math instruction (Instructional Coach)
Monitor implementation of Fantastic Five and Compass Learning.	Principal, Master Teachers	Sept 08	<ul style="list-style-type: none"> Weekly observations and lesson plan monitoring will be used for successful implementation of program, documented by Walk through Feedback Forms. (Princ.) Invoice of purchased materials and equipment to verify acquisition of needed resources. (Principal)
Conduct one-on-one goal setting conferences with targeted math students.	Principal, Master Teachers	Principal, Master Teachers	<ul style="list-style-type: none"> Compass Learning score reports will be analyzed monthly to determine instructional focus. (inst. coach) Hold one-on-one conferences with targeted 7th grade students to discuss expected math progress as evidenced by conference summaries and test results (principal)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: Provide the leadership through funding, training, and support to ensure that at least 70% of grade 7 students will meet their individual Reading target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Secure district funding, schedule training, and monitor implementation of Positive Behavior Intervention and Support.	Asst. Superintendent Carolyn Williams, principals, and teachers	August 2008	<ul style="list-style-type: none"> Funding Plan for materials purchases (asst. superintendent) Training agenda and sign-in logs for training sessions (asst. superintendent) Feedback notes/meeting of summaries of School Leadership Teams regarding implementation of PBIS! (asst. superintendent) Documentation of school visits to observe program implementation. (asst. superintendent)
Continue support and implementation of Corrective Reading as needed in grades 6-8.	Asst. Superintendent Carolyn Williams, principals, teachers, and teaching assistants.	Aug. 2008	<ul style="list-style-type: none"> Training agendas and sign-in logs for training sessions (asst. superintendent) Documentation of school visits to observe program implementation and ensure availability of needed materials. (asst. superintendent) Ensure MAP testing is conducted and data analysis is completed. (Principal)
Secure district funding to provide necessary resources for the implementation of Compass Learning.	Asst. Superintendent Carolyn Williams, principals, and teachers	Sept. 08	<ul style="list-style-type: none"> Funding plan for materials and resources purchased (asst. superintendent) Documentation of school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent) Summary of the school level data analysis to serve as documentation of implementation. (Principal)
Monitor implementation of TAP (Teacher	Asst.	Sept. 08	<ul style="list-style-type: none"> Documentation of school visits to observe program

Advancement Program)	Superintendent Carolyn Williams, Federal Programs Director Deborah Wimberly, principals, and master teachers		<p>implementation and ensure availability of needed materials and resources. (asst. superintendent)</p> <ul style="list-style-type: none"> • Documentation of observations and professional development as needed at the school level. (principal) • Feedback and summaries of school implementation from Regional TAP members. (asst. superintendent)
Monitoring of the analysis of testing data-MAP- to determine math instructional needs.	Asst. Superintendent Carolyn Williams, Testing Coordinator Gloria Dudley, principals	Sept. 08	<ul style="list-style-type: none"> • Provide school analysis of MAP data (Testing Coordinator) • Ensure MAP testing is conducted and data analysis is completed. (principal) • Documentation of school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent)
Monitoring of the analysis of testing data-PACT- to determine math instructional needs.	Asst. Superintendent Carolyn Williams, Testing Coordinator Gloria Dudley, principals	Aug. 08	<ul style="list-style-type: none"> • Provide school analysis of PACT data (Testing Coordinator) • Ensure PACT testing is conducted and data analysis is completed. (principal) • Documentation of school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, provide the leadership through funding, training, and support to ensure that at least 70% of grade 7 students will meet their individual math target growth goal as measured by MAP from fall to spring (Fall '08 and spring '09 administrations).

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Secure district funding, schedule training, and monitor implementation of Positive Behavior Intervention and Support.	Asst. Superintendent Carolyn Williams, principals, and teachers	August 2008	<ul style="list-style-type: none"> Funding Plan for materials purchases (asst. superintendent) Training agenda and sign-in logs for monthly training sessions (asst. superintendent) Feedback notes/meeting summaries of School Leadership Teams regarding implementation of PBIS (asst. superintendent) Documentation of twice monthly school visits to observe program implementation. (asst. superintendent)
Secure district funding to provide necessary resources for the implementation of Compass Learning.	Asst. Superintendent Carolyn Williams, principals, and teachers	Sept. 08	<ul style="list-style-type: none"> Funding plan for materials and resources purchased (asst. superintendent) Documentation of monthly school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent) Summary of the school level data analysis to serve as documentation of implementation. (Principal)
Monitor implementation of TAP (Teacher Advancement Program)	Asst. Superintendent Carolyn Williams, Federal Programs Director Deborah Wimberly, principals, and master teachers	Sept. 08	<ul style="list-style-type: none"> Documentation of monthly school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent) Documentation of monthly observations and professional development as needed at the school level. (principal) Feedback and summaries of school implementation from Regional TAP members. (asst. superintendent)

Monitoring of the analysis of testing data-MAP- to determine math instructional needs.	Asst. Superintendent Carolyn Williams, Testing Coordinator Gloria Dudley, principals	Sept. 08	<ul style="list-style-type: none"> • Provide school analysis of MAP data after fall and spring administration (Testing Coordinator) • Ensure MAP testing is conducted in the fall and spring and data analysis is completed. (principal) • Documentation of monthly school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent)
Monitoring of the analysis of testing data-PACT- to determine math instructional needs.	Asst. Superintendent Carolyn Williams, Testing Coordinator Gloria Dudley, principals	Aug. 08	<ul style="list-style-type: none"> • Provide school analysis of PACT data (Testing Coordinator) • Ensure PACT testing is conducted and data analysis is completed. (principal) • Documentation of monthly school visits to observe program implementation and ensure availability of needed materials and resources. (asst. superintendent)

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

MAP –Measures of Academic Progress (MAP) is the assessment program used for pre-and post-testing in 80+school districts in South Carolina. The Northwest Evaluation Association (NWEA) has aligned MAP scores (TARGET) to PACT scores for grades 3-8 that the TARGET scale can predict success on PACT.

Compass Learning –A research-based computerized program, which is aligned to state standards and provides a stimulating learning experience for students. Wallace Elementary Middle will use the math and English/Language Arts components of Compass Learning.

Imagine IT! – A reading program that is the core program for all students in grades K-8. Each grade level is centered on units, which are divided into central themes. Some units involve research, giving students tools they need to discover and learn on their own and as part of a collaborative group.

TAP –Teacher Advancement Program (TAP) is a new strategy to attract, retain, develop and motivate talented people to the teaching profession-and keeps them there-by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. Also, it helps teachers to become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

Anderson V Curriculum –A Board approved curriculum as the basis for planning standards-based student lessons. The curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/Language Arts, Mathematics, Science, and Social Studies.

Corrective Reading –A reading program designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills.

Fantastic Five – Fantastic Five is part of a rigorous curriculum used to introduce, review and reinforce concepts taught in math. It is scientifically researched based and proved to build mathematical knowledge from the basics to higher order thinking and targeted problem solving in grades PreK-8.

Navigator Math- The navigation series is part of the supplemental resource identified in Anderson V Curriculum. This series provides middle school students opportunities to use mathematical models and represent and analyze mathematical situations and structures to explore the concept of function. It is scientifically research based and proven to encourage and help students engage in interactive problems.

Twenty Book Campaign – The twenty-book campaign is part of reading program that will enable students to be exposed to at least one million words within a school year. This program is scientifically research based and proven to encourage and help struggling reader's increase their vocabulary, word analysis, and comprehension and become fluent readers.